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MEETING THEM WHERE THEY ARE: DESIGNING ACTIVE-LEARNING INFORMATION LITERACY MODULES WITHIN AN LMS

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GLITR 2021

JUNE 11, 2021



DEVELOPMENT OVER TIME

- “Mastering Online Teaching,” GSU Center for Excellence in Teaching, Learning, and Online Education (CETLOE), May 2020
- PHIL 8980: Teaching Philosophy Practicum, Prof. Sandra Dwyer, Summer 2020 (cotaught with archivist Kevin Fleming)
- RELS 4770: Religion and Health and RELS 3700: Complementary and Alternative Medicine, Fall 2020 and Spring 2021, Prof. Clare van Horn
- JOUR 2500: Foundations of Media Research, Spring 2021, Prof. Douglas Barthlow
- Conclusions



“MASTERING ONLINE TEACHING” (MAY 2020)

GSU CENTER FOR EXCELLENCE IN TEACHING, LEARNING, AND ONLINE EDUCATION (CETLOE)



GETTING STARTED: “MASTERING ONLINE TEACHING”

- GSU CETL (later CETLOE) offered; strongly recommended for all faculty
- Offered monthly beginning in April 2020
- Basics of online teaching
- Basics of teaching with iCollege
- Aimed at faculty: assignment was to construct at least one full module for a particular course within iCollege
- Heavy emphasis on assessment/grading
- ~800 attended in May 2020; 170 completion badges awarded



HOW I TEACH

- Instruction and demonstration
- Guided practice (students practice, instructor and I float and respond to questions)
 - Individual practice
 - Small-group work (preferred, allows for peer collaboration)
- Reporting in so everyone can learn from individual/groups' questions
- Not graded!

COOKIES, ROUNDUPS

Crazy Cookie Dough: One Easy Cookie Recipe with Endless Flavor Variations!



Image from Tenor, <https://tenor.com/zhmX.gif>; text from Gemma's Bigger Bolder Baking, <https://bit.ly/3pfUo5X>

MASTERING ONLINE TEACHING COURSE: KEY TAKEAWAY

- Interactive features of iCollege spark ideas for “formative assessments” and (most importantly for me) student participation:
 - Discussion forums
 - Quizzes
 - Surveys

“Formative assessments increase the likelihood of success on larger, summative assessments. Without formative assessments, students might only have chance for feedback, and zero chances to respond to it. This separates assessment from the learning process. Strategically integrated formative assessments can “chunk” or “scaffold” summative assessments. Chunking or scaffolding assignments allows students to turn in portions of the assignment along the way as they build toward a complete piece. Since students receive feedback as they go, students are less likely to turn in final assignments that are way off track.”

(from MOT course materials)

WHY ICOLLEGE?

- I had participated in the Teaching with Primary Sources Collective's Zoom sessions: aware of **third-party tools** like Padlet.
- **But:** Faculty, students (and I!) were **overwhelmed by the learning curve** involved in moving everything online and in learning iCollege.
- **Decision: Meet them where they are;** don't ask them to learn even more new technology/platforms.
- Faculty can **easily add** librarians into course iCollege pages; librarians can design modules in sandboxes and easily import into course pages.



Image from Giphy: <https://bit.ly/3x62SjI>

Live footage of Spring 2020

“Oh, I’ll never get it, never, never, NEVER!”



PHIL 8980:TEACHING PHILOSOPHY PRACTICUM

SUMMER 2020: PROF. SANDRA DWYER; WITH KEVIN FLEMING, POPULAR MUSIC AND CULTURE ARCHIVIST



THE ASK: TEACHING WITH (VIRTUAL) PRIMARY SOURCES

- In Fall 2019 Popular Music and Culture Archivist Kevin Fleming and I taught an in-person active learning “Teaching with Primary Sources” session using archival sources to MA students in Philosophy’s unique graduate pedagogy course sequence.
- In late 2019, we were asked to do a second “Teaching with Primary Sources” session in Summer 2020, on using primary sources as sources for critique of argument structures.
- Coronavirus meant that we had to turn a planned session on the Comics Code of 1954 into an online session.



Image from PBS Learning Media: <https://bit.ly/337zZ93>

THE PREPARATION: FIRST USE OF ICOLLEGE / SANDBOX



Image from Muppet Wiki: <https://bit.ly/34WYRRN>

- We decided to create an iCollege module that could be imported into PHIL 8980's iCollege page.
- We requested an iCollege page for ourselves to use as a “sandbox.”
- The MOT course had given me a basic introduction to iCollege; Kevin used online tutorials to learn his way into basic iCollege use.
- The module included a combination of asynchronous components (to be engaged with pre- and post-synchronous session) and a lesson plan for the synchronous session.

THE RESULT: ICOLLEGE MODULE

Exercise 1: Asynchronous




- Read article beforehand and respond to questions using an iCollege discussion forum

Exercise 2: Synchronous

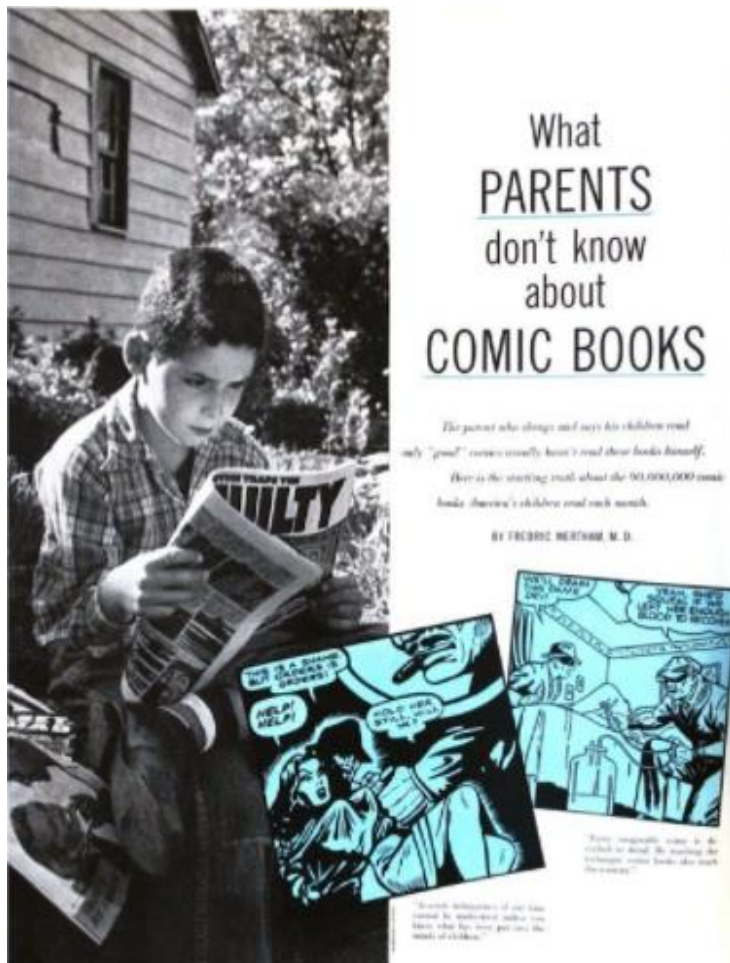
- Discuss Exercise 1 article, building on responses in forum.
- View comic panel online and discuss, using our questions building on Exercise 1

Try It!: Asynchronous

- Following instruction, try searching for primary sources
- Report findings in Discussion/Homework session

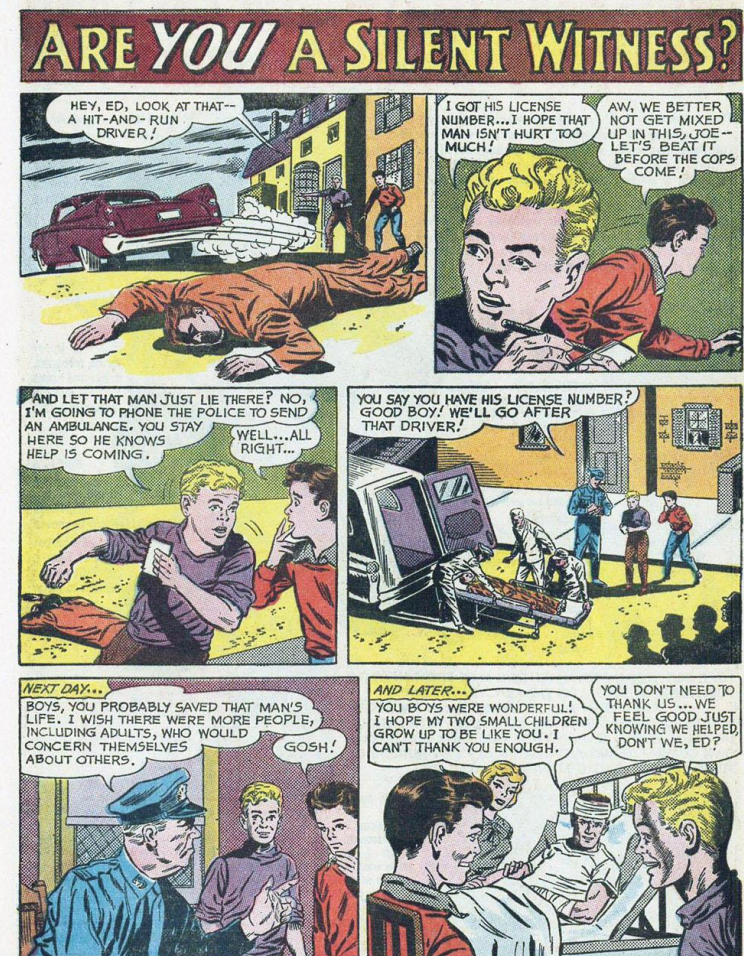
Teaching with Primary Sources: Philosophy GTAs		
Introduction: Teaching with Primary Sources	▼	•
 Web Page		
Exercise 1: Considering the Comics Code	▼	3
Exercise 2: National Social Welfare Assembly Comics Project	▼	1
Supplemental Materials	▼	3
Try It! Searching for Primary Sources	▼	2
Discussion/Homework: What Did you Find? + Teaching with Primary Sources in Your Own Class		•
 Discussion Topic		
Session Evaluation		•
 Survey		

THANK GOODNESS FOR STRIKING VISUAL IMAGES....



Images: Fredric Wertham, “What Parents Don’t Know About Comic Books,” *Ladies Home Journal* (November 1, 1953)

NSWA comic, “Are You a Silent Witness?” from *Hawkman*, 1965, p. 12



THE NEXT TIME: LESSONS LEARNED

- Synchronous instruction was effective
- For the asynchronous components, we needed more buy-in from the professor:
 - to incentivize students to complete readings and to participate in online discussion forums (i.e., to help us to "flip" the class)
 - to encourage students to complete evaluation questions
- Co-teaching is difficult in an online platform!
 - More challenging to think on our feet with limited ability to communicate privately
 - “Which box is he in???”



Failure to flip...

Image from Gifycat: <https://bit.ly/3zoB1wr>



RELS 4770: RELIGION AND HEALTH RELS 3700: COMPLEMENTARY AND ALTERNATIVE MEDICINE

FALL 2020 AND SPRING 2021: PROF. CLARE VAN HOLM



THE ASK: RECORDINGS AND DISCUSSION FORUMS

- Entirely asynchronous
- Short videos explaining various tasks/skills
- Opportunity for students to practice skills after watching video
- Opportunities for myself and instructor to respond to students' practice
- Because each course had ~25 students, we decided to use discussion forums for interactivity
- **Recordings would be of me teaching the instructor, so, dialogue rather than lecture**



Image from Muppet Wiki: <https://bit.ly/3vNZetw>

THE RESULT: ICOLLEGE MODULE INSTRUCTIONAL VIDEOS

Four short instructional videos, recorded
with Prof. Van Horn:

1. Brainstorming Keywords
2. Searching the ATLA Religion Database
3. Searching in Alt HealthWatch (with an emphasis on finding socioculturally oriented articles, not empirical or clinical studies)
4. Searching for Reliable Sources Online



(Not myself and Prof. Van Horn)

Image from Muppet Wiki: <https://bit.ly/2Sm0ypa>

THE RESULT: THE FOUR DISCUSSION FORUMS

Each discussion forum thread included some basic written instruction (as a complement to the recorded instruction) and several questions for the students to respond to, most of which involved trying out some searching.

1. Brainstorming Keywords

- What are you considering using as your research question/topic?
- What are some keywords that might help you find relevant scholarly materials for that question or topic?

2. Trying Your Keywords in ATLA

1. Open [ATLA](#) and find an article that sounds pertinent to your topic, and look for the field labeled **Subjects**.
2. In your answer to this thread, type the **Subjects** listed for this article (they will all be links).
3. Do any of those links sound particularly useful to you?

THE RESULT:THE FOUR DISCUSSION FORUMS

3. Trying Your Keywords in Alt HealthWatch

- Use Advanced Search to try your keywords again.
- Scan the results -- look at the titles and at the abstracts.
- Did you find any articles on your topic that used a more sociocultural approach using this search?
- How did the results compare with results you found in Q2?

4. Searching for Reliable Online Sources

- Try a search in Google using this search: site:.edu [keyword]
- Cut and paste in the link of a source that you found with this search that you think looks reliable.
- What about this source makes you think it is reliable?
- Try looking up the organization whose site this is in Wikipedia. Do you learn anything about this organization that makes you see this site as more -- or less -- reliable?

THE NEXT TIME

- Prof. Van Horn taught a similar version of this course during Spring 2021 semester and reused the module as we'd created it.
- We planned ahead for the embedding she hoped for (students meeting with me individually) – but only a handful of students sought me out during the Fall course and none did in Spring.
- Possibility of adding a synchronous session?

How to translate this into in-person instruction?

- Worksheets / in-session searching with floating
- Ask students to view videos prior to class session?
- Embedding – schedule individual meetings in advance?



JOUR 2500: FOUNDATIONS OF MEDIA RESEARCH

SPRING 2021: PROF. DOUGLAS BARTHLOW (2 SECTIONS)



THE ASK: RECORDINGS AND QUIZZES

- Asynchronous instruction
- Recorded videos (just myself)
 - Searching in database: Communication and Mass Media Complete
 - Reference mining (how? up to me)
- Quizzes rather than discussion forums but quizzes due to large size (2 courses; 60 students each)
- Prof. Barthlow wanted me to focus on articles by/about Communication scholar Klaus Krippendorff



Searching for
Klaus Krippendorff...



.... There he is!

THE RESULT

- Students would watch videos and then take multiple-choice quizzes testing knowledge.
- Prof. Barthlow and I discussed offering discussion forums, but agreed that due to large number of students enrolled, easily gradable multiple-choice options were more efficient.
- Prof. Barthlow and I could then assess areas that might need further instruction.
- Design was fairly straightforward for the “Search for Articles” component.

⋮	How To: Search for Articles in Communication and Mass Media Complete (32:11)	▼	✓
	🔗 External Learning Tool		
	Communication librarian Jill Anderson demonstrates how to…		
⋮	Quiz: "Advanced Search" in Communication and Mass Media Complete	▼	✓
	🔍 Quiz		
	🕒 Due February 1 at 9:00 PM	🕒 Ends Feb 1, 2021 9:00 PM	
	Watch the "How To: Search for Articles in Communication and Mass Media Complete" video and then take this quiz!		
⋮	How To: Mining References + Using the Advanced Discover Search to Find Cited Materials (40:40)	▼	✓
	🔗 External Learning Tool		
	Communication librarian Jill Anderson discusses why and how…		
⋮	Quiz: Mining References: Reading APA Citations	▼	✓
	🔍 Quiz		
	🕒 Due February 1 at 9:00 PM	🕒 Ends Feb 1, 2021 9:00 PM	
	Watch the video "How To: Mining References + Using the Advanced Discover Search to Find Cited Materials" and then take the following quiz!		

THE CHALLENGE: DR. KRIPPENDORFF AND REFERENCE MINING



Limitation: Klaus Krippendorff

- His work is highly interdisciplinary (so, extended well beyond Communication and Mass Media Complete)
- He cites a fair amount of older works (nothing wrong with that, but the link resolver was not connecting well with JSTOR and I was getting EVERY result from a journal given in a citation)
- Idea: screenshot a Works Cited list from an article by Krippendorff and have them try looking up the items
- But... couldn't find an article that lent itself to this without a lot of challenges. Too much potential frustration for the students.

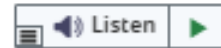
THE ATTEMPT

- Instructional video on reference mining:
 - How to recognize APA citation format for an item (book, article, book chapter)
 - How to find that item using Advanced Discover
(why Advanced Discover? Because Krippendorff's interdisciplinarity meant that many of his articles were not included in Communication and Mass Media Complete, and it wasn't always clear what discipline an article was in. Discovery system to the rescue!)
- Quiz on identifying parts of canned APA citations: all publications of Dr. Krippendorff's

Citation #1

Krippendorff, K. (2008). Systematic and random disagreement and the reliability of nominal data. *Communication Methods and Measures*, 2, 323–338.

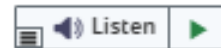
Question 1 (1 point)



What kind of publication do you think this is?

- ☐ Book
- ☐ Journal article
- ☐ Book chapter or section
- ☐ Not sure

Question 2 (1 point)



What do you think the **publication date** is?



THE ASSESSMENT (OH HEY! ASSESSMENT!)

- Prof. Barthlow gave his students a mid-semester survey to assess how the course was going. This included several questions about my instruction. Generally positive.
- Areas for improvement:
 - Videos were too long (agreed!)
 - I talk too fast (agreed!)
- At least one student wrote very appreciatively about that I had discussed several things NOT to do (i.e., don't click "Full Text" in a database because it turns off link resolver)



Long video by a fast talker =
a lot to process.....

Image from Tenor: <https://bit.ly/3cBcque>

THE NEXT TIME

- Redo videos to be watched prior to class; record in shorter chunks
- In-class demo can be shorter and/or more targeted to course needs
- Shorter searching demo can allow more time for an in-person reference mining exercise – floating, assistance, reporting in
- Possibly expanding beyond the works of Klaus Krippendorff? (but in-person would make this a less challenging parameter)



Image from Giphy: <http://gph.is/24WqBNc>

CONCLUSIONS

Emergency iCollege

- Meeting faculty/students where they are
- Collaborating with faculty (and archivist!) on creative ways of reworking/facilitating active learning within the platform already being used for instruction
- Not adding to technological mental load
- But: reports of student complaints about too many formative-assessment assignments (perceived as busywork)

Ongoing iCollege

- Mindful of those student concerns
- Using iCollege for classroom flipping
 - Recorded videos, other asynchronous materials could be viewed/interacted with beforehand
 - Use of discussion forums, quizzes, surveys to accompany that flipping, “hold” student responses and work for in-class/ synchronous discussion

CONCLUSIONS

- Two approaches to learning the LMS:
 1. formal course (me)
 2. online tutorials + using “help” features and helpdesk questions (Kevin)

My conclusion: you don’t need a formal course, but be prepared to ask for help.
- Within LMS, active learning is possible. But *asynchronous* active learning required faculty support and incentivization. Collaboration with faculty is KEY.
- Students were less likely to work with the asynchronous components (including assessment/evaluation questions) if faculty did not incentivize that work.
- In fairness: faculty also reported that even with incentivization, not all students completed faculty-designed asynchronous components – again, reports from students of frustration with too many small/scaffolding-type assignments, perception of busywork.
- Ability to import modules from one course to another meant I could draft modules and easily share with instructors once they’ve added me to course. Beyond embedding to active instruction design.

QUESTIONS?



Image from Muppet Wiki: <https://bit.ly/2TKwFiB>



Image from Tenor: <https://bit.ly/3g3rUbA>